

Edgemont School District Improvement Plan/Progress Report Form

Principle: Appropriate Evaluation				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) Through fourteen file reviews and interviews, the team found no evidence of parental input into the evaluation process.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. All students being evaluated will have parental input into the evaluation process.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) 100%of students being evaluated will give parents the opportunity to provide input into the evaluation process. Report forms will be sent to the parents for input into the evaluation.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? District will provide in-service training for special education staff on parental input into the evaluation process. A parent report form will be dated and sent with all prior notice forms. What data will be given to OSE to verify this objective? Case managers will review student files annually, which have had an evaluation to assure a parent report form was dated and sent with all prior notice/consent forms. Results of this review will be reported to OSE. A list of the staff attending the in-service and the date will be sent to the OSE.	Immediately and Continuous	Special Ed Director / Superintendent	MET	

Please explain the data (6 month)

4/16/03 Education Specialist Linda Shirley provided training on parental input into evaluation .

Attendance included: Susan Towne Elem. Sped. Teacher, Jane Henderson Jr./Sr. High Sped. Teacher, Julie Cudmore SPED Director, and Al Eiesman Principal.

9/19/03 Special Education Director/Consultant Victoria Bantam provided in-service training to the Edgemont School Districts Elementary and Jr/Sr High School Special Education Teachers.

Jane Ann Henderson Jr/Sr High School Special Education Teacher

Susan Towne Elementary Special Education Teacher

In- Service Training included affording parental input into the planning of evaluations.

A new prior notice form was provided with a section to document parent input into the planning of evaluations and a new form was provided that was to be sent home to the parent with the date.

There were two re-evaluations completed between the six month reporting period 4/8/03 and 10/8/03.

Evaluation on 4/10/03 Parent Input Form included with prior notice consent sent on 3/20/03 Parent Form Completed

Evaluation on 4/10/03 Parent Input Form included with prior notice consent sent on 3/12/03 Parent Form Completed

Please explain the data (12 month)

Edgemont School District Improvement/Progress Report Form

Principle: Appropriate Evaluation				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) Functional assessments were not completed in six files to assess student performance.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. A variety of assessment tools will be used to gather relevant functional and developmental information about students to assist in determining the students' present level of performance.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) Edgemont School District Special Education staff will become familiar with functional assessments, how they are to be used to determine present levels of performance and become part of a child's evaluation process.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress	12 month progress
1. What will the district do to improve? All special education staff will attend an in-service on functional assessment. All special education staff will develop an understanding of what functional assessments are and how they are to be used in developing present levels of performance, for determining specific skill areas affected by the student's disability, their progress in the general curriculum and development of measurable goals and objectives. What data will be given to OSE to verify this objective? Agenda, name of presenter, and list of participants will be	Immediately to continuous	Superintendent/ Special Education Director/Sped Staff	MET	

sent to the OSE.				
<p>Please explain the data (6 month)</p> <p>4/16/03 Presenter: Linda Shirley, Educational Specialist Present: Susan Towne, Jane Henderson, Al Eiesman and Julie Cudmore Agenda: Functional evaluation requirements and purpose in the development of the IEP. (Evaluation Summary, Plop's, Annual Goals and Short Term Objectives.)</p> <p>9/19/03 Presenter: Victoria Bantam Ed.S. Special Education Director & Consultant Jane Ann Henderson Jr/Sr High Special Education Teacher Susan Towne Elementary Special Education Teacher</p> <p>Agenda: (1) Idea regulation on functional evaluation as part of the evaluation process (2) Purpose of functional evaluation in identifying specific skills. (3) Discussed formal and informal assessments and observation for gathering functional data and provided staff with data on functional assessment. (4) How functional evaluation data is to be utilized in developing present levels of performance, goals and objectives.</p>				
Please explain the data (12 month)				
<p>2. What will the district do to improve? When evaluating a student functional assessments will be a part of every evaluation 100% of the time, and will be linked to the present levels of performance for programming.</p> <p>What data will be given to OSE to verify this objective? Submit to the OSE the number of IEPs that include functional assessments in initial, reevaluations and that they are linked to the PLOPs.</p>	<p>March 2003 On-going</p>	<p>Special education teachers</p>	<p>ONGOING</p>	<p>Met June 04</p>

6 month reporting date 10/9/03
12 month reporting date 4/9/04
CLOSED 6/14/04

Approved by SEP

Please explain the data (6 month)
Evaluations completed during the last 6 months
Assessment Battery 4//2003 Functional Evaluation Completed 4/10/03
Assessment Battery 4/2003 Functional Evaluation Completed 4/3/03

Please explain the data (12 month)
All initial and three-year re-evaluations completed during the 2003-2004 school year included functional evaluations that were linked to the present levels of performance and annual goals and short-term objectives.
Nine students were evaluated and the Special Education Director validated that functional evaluations were summarized and used to develop present levels of performance.

Evaluation Summary Dates:

09/23/04
11/18/03
11/19/03
11/25/03
12/03/03
01/05/04
02/09/04
02/10/04
02/18/04

Edgemont School District Improvement/Progress Report Form

Principle: General Supervision				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) The district does not train paraprofessionals who are working with special needs students.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The Edgemont School District will have scheduled trainings for all paraprofessionals in their district two times a year as stated in the comprehensive plan.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) All district paraprofessionals will complete in-services 2 times per year as stated in the comprehensive plan. Documentation will be kept on all in-services with a brief overview of the training and staff signatures.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? District will provide quality in-services opportunities 2 times per year for all paraprofessionals. What data will be given to OSE to verify this objective? Documentation will be kept on all in-services with a brief overview of the training and staff signatures. This data will be sent to the OSE. The paraprofessionals will also be given a pre/post test to verify the knowledge they have gained. This data will be sent to the OSE.	Immediately to Continuous	Superintendent/ Special Ed Dir.	MET	

6 month reporting date 10/9/03
12 month reporting date 4/9/04
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Approved by SEP

Please explain the data (6 month)

9/22/03 & 9/29/03 Training

Edgemont School District provided a three part training program by THE MASTER Teacher. Topics covered were: Understanding Inclusion, Working with Students and Working with Adults.

Pre and Post Test on Terminology and Abbreviations referencing special services.

Attendance included four paraprofessionals working in special services.

Cheryl Mraz

Jill Kreutzer

Renee Williams

Mattea Schulty

Please explain the data (12 month)

Edgemont School District Improvement/Progress Report Form

Principle: General Supervision				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) One student had an IEP due on 9/20/02 and a three-year reevaluation due on 9/20/02. These were not scheduled to meet the timelines.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. All timelines will be met for students on IEP's and for three-year reevaluations.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) All students will be evaluated to meet correct timelines. Documentation will be kept on a spreadsheet to assist in monitoring that evaluations are scheduled and completed in a timely manner.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress <small>Record date objective is met</small>	12 month progress <small>Record date objective is met</small>
1. What will the district do to improve? Special education teachers will develop a spreadsheet containing the following information:(annually/3year/mdt/category/functional evals) District will monitor special ed information to ensure appropriate timelines are met for each special education student. What data will be given to OSE to verify this objective? Spreadsheets will be submitted to the Superintendent and the Special Education Director on a monthly basis.	Immediately Continuous	Superintendent Spec Ed Dir	ONGOING	Met June 04

6 month reporting date 10/9/03
12 month reporting date 4/9/04
CLOSED 6/14/04

Approved by SEP

Spreadsheets will be reviewed to ensure timelines are being met 100% of the time. The data will be sent to the OSE.				
<p>Please explain the data (6 month) 5/7/03 & 5/15/03 Julie Cudmore Edgemont SPED Director assisted elementary and secondary special education teachers compile a spread sheet, which included the annual review date, 3 year re-evaluation, DOB, MDT disability category.</p> <p>Spread Sheet for Special Education Jr/Sr High and Elementary with annual review date, disability category, submitted to Special Education Director on 9/4/03 and the Dean of Students 9/4/03. Staff are to add functional assessment to the tracking sheet.</p>				
<p>Please explain the data (12 month) Spread Sheets for Special Education Jr/Sr High and Elementary were submitted to the Special Education Director. The spread sheet included the annual review date, evaluation dates & disability category, Copies of functional evaluations were presented with the spread-sheets. Spread sheets and functional evaluation summaries were provided from August 2003 – April 2004.</p>				

Edgemont School District Improvement/Progress Report Form

Principle: General Supervision				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) Two students were found to be eligible students with disabilities through the IEP override process, however the process defined in 24:05:24.01:31 was not followed by the district staff.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The district will follow the correct process for placement with an override for students.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) District will follow the process defined in 24:05:24.01:31 to ensure the appropriate placement for all override students is completed, and that appropriate forms are completed in this process.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion Immediately To Continuous	Person(s) Responsible Special Educators Speech Therapists	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? When the team determines that a student is in need of special education services but does not meet the guidelines, the team will follow the process defined in 24:05:24.01:31 to ensure appropriate procedures have been followed, 100% of the time. Special Educators/Speech Therapists will review the process defined in 24:05:24.01:31 and will review the override forms to ensure appropriate placement. The two students who were found eligible through the override process will be revisited to ensure the proper procedures were followed.	Immediately To Continuous	Special Educators Speech Therapists	MET	

6 month reporting date 10/9/03
12 month reporting date 4/9/04
CLOSED 6/14/04

Approved by SEP

<p>What data will be given to OSE to verify this objective? Data will be collected on all overrides, when they met and the decision of the team. The data will be sent to the office of Special Education.</p>				
<p>Please explain the data (6 month) 4/16/03 Linda Shirley, Educational Specialist provided training on the Override Process. 4/19/03 Victoria Bantam, Special Education Director/Consultant provided written information and discussed the Override Process and Procedures as part of fall in-service training for Elementary and Secondary Special Education Teacher. Provided the administration and special services staff with the Technical Assistance Guide for Eligibility and IEP procedures. 10/01/03 Provided written information and the Override form to the Speech Therapist to review on 10/02/03. One student has transferred and the other student appeared to have the proper documentation in the file.</p>				
<p>Please explain the data (12 month)</p>				

Edgemont School District Improvement/Progress Report Form

Principle: Individual Educational Program				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) In determining what modifications would be needed for state/district wide assessments, the IEP contained a list of modifications that did not correlate with how the student would be tested on a regular basis or the testing modifications required by the student to benefit from the program. Students were identified to have the test read orally, when their IEPs showed no indication of a reading disability.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. Modifications for state/district wide assessments will correlate with how the student is tested on a regular basis and address their individual area of need.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) Modifications that are identified on the student's IEP will directly correlate with the student's disability. All IEPs will identify modifications needed that directly correlate with the student's disability. Modifications for state and district wide assessments will correlate with how the student is tested on a regular basis.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? District will provide staff with in-service opportunities on the use of modifications for special education students. What data will be given to the OSE to verify this objective? List of all staff participating in the in-service on modifications will be sent to the OSE. Data will be sent to the OSE on the number of student files reviewed showing correct modifications.	Immediately to continuous	Special Education Director /Superintendent/ Special Ed Teachers	MET	

Please explain the data (6 month)

4/16/03

Linda Shirley, Education Specialist Provided Training on modifications to the Elementary and Secondary Special Education Teacher, Special Education Director and Building Administrator.

9/19/03

Presenter:

Victoria Bantam, Ed.S., Edgemont Special Education Director & Consultant

Ernest Bantam, Ed.S., Director of Alternative Programs for Black Hills Special Services Cooperative

In-Service training was provided to Special Education Staff, Regular Education Staff and School Administration. This included inclusionary practices, the TAT Process and implementation of accommodations and modifications before making a referral for evaluation for special education. The legal requirements on implementation of the accommodations/modifications that are a part of the students IEP. The utilization of modifications that relate to the students disability area and modifications on state and district assessments that are consistent with the modifications being utilized as part of the students annual IEP.

See attached list of attendees on 9/19/03

In reviewing IEPS written in last 6 months the modifications for state and district wide assessments were consistent with the modifications being utilized through out the general curriculum.

Please explain the data (12 month)

6 month reporting date 10/9/03
12 month reporting date 4/9/04
CLOSED 6/14/04

Approved by SEP

Edgemont School District Improvement/Progress Report Form

Principle: Individual Education Program				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) The Edgemont School District does not do transition evaluations for students approaching transition age. Transition activities were addressed but were not tied to current present levels of performance and evaluation. Outside agencies are not invited to meetings for students and life planning outcomes were not specifically addressed for each student.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. All students of transition age will have a transition evaluation and the evaluation results will be linked to the present levels of performance. Outside agencies will be invited to meetings for students 16 and older. All students 14 and older will complete life-planning outcomes to meet their individual needs.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) The district will do a transition evaluation on all students 16 and older. The evaluation results will be linked to the present levels of performance. Outside agencies will be invited to meetings for students 16 and older. All students of transition age will complete life-planning outcomes to meet their individual needs.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress <small>Record date objective is met</small>	12 month progress <small>Record date objective is met</small>
1. What will the district do to improve? Case managers working with students with special needs who are 14 or older will meet with State/Regional transition liaison person to review all transition services including assessments. What data will be given to OSE to verify this objective? A list of the case mangers attending the workshop will be submitted to the OSE.			MET	

Please explain the data (6 month)

4/16/03

Linda Shirley, Educational Specials with OSE provided training in the area of transition.

9/3/2003 Dave Halverson, Transition Liason Project Representative and Tish Dillard Vocational Rehabilitation Counselor for the Edgemont Area met with the Junior High/Secondary Special Education Teacher. The following topics were discussed: (1) Vocational Rehabilitation Programs Available to students in the Edgemont School District (2) Project Skills Youth Leadership Forum (3) Regional Transition Forum (4) One Stop Career Center Services.

9/19/03

Victoria Bantam, Edgemont Special Education Director & Consultant

Provided in-service training to special education staff on transition. Made available the IDEA's interest survey to staff to assist students in identifying long term outcome for employment..

Please explain the data (12 month)

2. What will the district do to improve?

When developing a transition plan, the district will document activities/service recommendations based upon the transition evaluation, present levels of performance and student centered life planning outcomes 100% of the time.

What data will be given to OSE to verify this objective?

The district will review all files of students age 16 to verify if the transition plan represents a coordinated set of transition activities and services. Including appropriate evaluation, linking to present levels of performance, and focusing on the student's stated outcomes. The number of IEPs will be documented, checked for all components and the data will be submitted to the OSE.

MET

Please explain the data (6 month) 10/1/03 IEP Date 9/24/03 Student file #1 Age 16 IDEA Interest Survey Completed and a coordinated set of activities Identified. Vocational Rehabilitation was invited to the meeting, but was not able to attend. A meeting is being scheduled with Vocational Rehabilitation Counselor to meet and determined if the student is eligible for services. Transition was included in the present levels of performance and activities were based on the PLOP's. IEP Date 9/30/03 Student file #2 Age 17 IDEA Interest Survey Completed and a coordinated set of activities identified. Vocational Rehabilitation Counselor was invited and attended the meeting. The Vocational Rehabilitation Counselor met with the student and guardian after the meeting to determine eligibility. Transition was included in the present levels of performance and activities were based on the PLOP's.				
Please explain the data (12 month)				
3. What will the district do to improve? Outside agencies will be invited to meetings for students 16 and older. What data will be given to OSE to verify this objective? The number of IEPs completed on students 16 or older and the outside agencies invited to the meeting will be submitted to the OSE			MET	

6 month reporting date 10/9/03
12 month reporting date 4/9/04
CLOSED 6/14/04

Approved by SEP

Please explain the data (6 month)

10/1/03

IEP Date 9/24/03 Student file #1

Age 16 IDEA Interest Survey Completed and a coordinated set of activities Identified.

Vocational Rehabilitation was invited to the meeting, but was not able to attend. A meeting is being scheduled with Vocational Rehabilitation Counselor to meet and determined if the student is eligible for services.

Transition was included in the present levels of performance and activities were based on the PLOP's.

IEP Date 9/30/03 Student file #2

Age 17 IDEA Interest Survey Completed and a coordinated set of activities identified. Vocational Rehabilitation Counselor was invited and attended the meeting. The Vocational Rehabilitation Counselor met with the student and guardian after the meeting to determine eligibility.

Transition was included in the present levels of performance and activities were based on the PLOP's.

Please explain the data (12 month)